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ABSTRACT

This document provides a final report of a workshop convened to develop instructional packages in classroom management, orientation to teaching, and mathematics assessment. Included are: (1) a list of conference participants; (2) overview of teacher education and the use of laboratory schools; (3) an overview of the Cooperation in Teacher Education (CITE) Project; (4) pre-conference planning sessions; (5) orientation to the work conference; (6) conference organization; (7) conference activities; and (8) final session activities. Development of the instructional packets was performed by three conference subgroups: (1) "Classroom Management"--working to define the elements of classroom management and to develop materials to enable the student teacher to discover skills to maintain a well-managed classroom; (2) "Orientation to Teaching"--constructing a package to aid students in developing a professional concept of teaching through structured study, observation, and participation in a reality-based field setting; and (3) "Mathematics"--developing representative skills involving data gathering, pupil observation, conferencing, data analysis, and diagnosis. A bibliography of books, articles, modules, and audiovisual materials used in the conference processes is included. Appendices present the design stage forms for the learning packets on "Orientation to Teaching" and "Classroom Management." (MJB)

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Cooperation In Teacher Education

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Report of the CITE Work Conference

"School and University Personnel as Teacher Educators in School - Based Centers"

July 1973

SP 011 549

Report of the Work Conference on

SCHOOL AND UNIVERSITY PERSONNEL AS TEACHER

EDUCATORS IN SCHOOL-BASED CENTERS

Sponsored by

The CITE Project and Teachers College, Columbia University

in Cooperation with

The Trainers of Teacher Trainers Project

under the auspices of

The Education Professions Development Act, Bureau of Educational Personnel Development, United States Office of Education

Performance-Based Teacher Education Project
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OVERVIEW

The manner in which teachers are trained has long been a matter for expressions of deep concern by both the professional and lay public who see a pressing need for ways of making teacher education institutions more accountable for the productivity of students they prepare as teachers. The contention is that traditionally conceived programs have not provided adequate preparation for their students and, in order to properly equip teachers to meet the demands of today's society, it is imperative that there be a reexamination of the previously unquestioned dominance by colleges of arrangements for the preparation of teachers. There is no denying that the knowledge and theoretical base provided by the college is an essential ingredient in teacher training but equally important are practical field-based experiences which serve to relate this base to practice in a meaningful and realistic setting.

Public schools have been used as laboratories for student teachers for several decades. Generally speaking, colleges have controlled the policy and planning regarding the utilization of public school classrooms as laboratories (though some have become involved in testing various structures of partnership). Some personnel believe they offer a heretofore untapped potential for making significant contributions to the education of future teachers. Indeed, they argue that as consumers of the product of teacher preparation institutions they have a very special stake in the training of teachers and must be given a role in providing the specialized preparation appropriate for teachers who will be working in their particular school systems. However, it is only in recent years that the expression of interest by schools, communities and professional organizations has been of significant proportion to provide a sense of urgency to the notion that teacher education should become a collaborative responsibility of schools and colleges.

COOPERATION IN TEACHER EDUCATION

The initial conceptualization of the Cooperation In Teacher Education (CITE) Project was formulated in 1969 as one part of Trainers of Teacher Trainers (TTT) Program at Teachers College, Columbia University. In that new doctoral program, all students were required to engage in field work in one or more of the agencies that made up the Triple T Field Center. A group of doctoral students (TTT fellows), with their advisor, proposed the creation of a new structure for the induction of teachers by an external agency. The proposed center would be staffed with specially trained personnel and be under control of neither the schools nor the colleges. As originally envisioned, the concept called for more than merely broadening the scope of the various kinds of "partnerships" existing between the schools and colleges. It also called for including elements of the community in the process, thus forming a union of elements of colleges, schools and communities who would work together in a collaborative effort to improve programs designed for the education of future teachers.

As a subsequent outgrowth of this initial conceptualization, CITE emerged as a project comprised of five colleges, three school systems and their communities. It became and continues to be one of the official Competency-Based Teacher Education and Certification Trial Projects established in New York State for the purpose of developing and testing process standards for teacher education and certification.

The colleges/universities participating in CITE are:

Manhattanville College, Purchase
Pace University, Westchester Campus, Pleasantville
State University of New York, College at New Paltz
State University of New York, College at Oneonta
Teachers College, Columbia University, New York

The participating school systems are:

Greenburgh Central No. 7, White Plains (Old Tarrytown Road School)
Somers Central District No. 1, Somers (Primrose School)
Yorktown Central Schools No. 2, Yorktown Heights (Brookside School)

Also involved in the Project are representatives from the Putnam-Westchester BOCES, New York State Education Department, and doctoral students and faculty from Teachers College, Columbia University.

A major activity of the Project is work carried on by Task Forces which operate from an elementary school located in each of the three participating school systems. As a result of Task Forces' productivity and of workshops held in 1971 and 1972, competencies needed by teachers to reach specified pupil objectives were identified along with indicators which could be used as signs that a given competency was indeed demonstrated in the teaching-learning situation.

During the 1972-73 school year the work of the Task Forces continued. Highlights of the year's activities were the presentation of a mathematics workshop, development of an instructional module in reading, development of a course of instruction to explain what Competency-Based Teacher Education is and what the role of the cooperating teacher in such a program is, a report to the General Assembly by Professor Medley of the University of Virginia on the state of the art of assessment (with a reaction by Charles Santelli of the New York State United Teachers) and a conference held at the Greystone Conference Center of Columbia University. The task undertaken at the Greystone Conference was the examination and critiquing of a draft of a proposal designed to give direction, add impetus and chart future goals with regard to CITE's continuing activities as a Trial Project. This conference concluded with unanimous agreement that CITE should vigorously pursue activities intended to promote specific program development with an eye toward commencing field testing during the 1973-74 school year. An ultimate goal would be to seek sanction from the Division of Teacher Education and Certification for recommending students for certification beginning in June 1975. Such recommendations would come from participating agencies to higher

education institutions with major input from the CITE Project in those special areas with which the Project is concerned.

Another significant outcome of the Greystone Conference was the recommendation that a summer work conference be organized to expedite the development of instructional packages to be ready for field testing in the fall of 1973. CITE moved to implement this recommendation by appointing Professor Margaret Lindsey of Teachers College, Columbia University as Work Conference Coordinator and a series of meetings was immediately initiated to plan what, for CITE, would be a critical phase in its evolution.

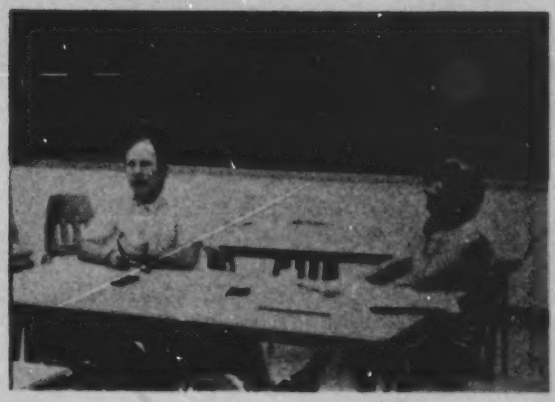
PRE-CONFERENCE PLANNING

At staff planning sessions held over a period of two months prior to the Conference, decisions were made regarding format and content while the formidable task of seeking, assembling, screening, organizing and cataloging the large variety of resource materials essential for its productivity was embarked upon by a media-specialist. Staff rapport proved to be exceptional, each member willingly and conscientiously following through on tasks assigned for dealing with the multitude of administrative and curricular details associated with the Conference.

A location for the Work Conference within convenient commuting distance for the majority of participants who resided in Westchester County was sought. Officials of the Briarcliff School System were most cooperative in permitting use of suitable facilities at the air-conditioned Briarcliff High School.

Announcements inviting participation in the Work Conference with or without graduate and/or inservice credit were distributed to all member agencies of CITE. Tuition scholarships (supported by TTT funds from Teachers College) were made available to persons presently participating or who expected to participate in the CITE Project during the 1973-74 academic year. The New York State United Teachers organization was also invited to participate with provision being made for two tuition scholarships for NYSUT representatives.

Staff planning included consideration of post-Work Conference activities with arrangements being made for one of its members to meet with Dr. Robert Burkhart of the State University at Buffalo, New York for an orientation to the Competency-Based Teacher Education Monitoring System he and his associates have been developing during the past several years.



ORIENTATION TO THE WORK CONFERENCE

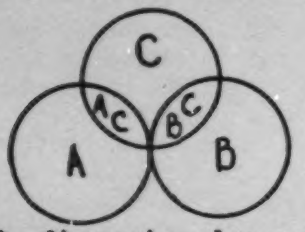
Several goals were accomplished at the initial gathering of Work Conference participants:

1. Administrative details (registration, etc.) were taken care of.

2. An overview of the CITE Project (its character, intent and current status) was presented by Professor Lindsey along with background information relative to the conference (its antecedents, objectives and organization).

3. A "View of Future Directions and Hopes for the Project" was presented by Dean Bunt followed by a period of informal discussion.

In describing the function of CITE to serve as a bridge or liaison between colleges and schools in the training of teachers, Dean Bunt developed the following illustrative model:



A--College(s) and their students
B--School(s) and their communities
C--CITE
AC--College faculty in CITE
BC--School faculty in CITE
C minus AC & BC--CITE personnel

The discussion also concerned itself with CITE's function to serve as a training agency for future and experienced teachers. It gave consideration to teacher training activities which are part of CITE and to problem areas involving financial and managerial arrangements.

4. Conference staff members introduced themselves briefly explaining their roles.

5. Group Leaders outlined the nature of the tasks proposed for each of the three subgroups comprising the Conference. (The work of the subgroups will be discussed further along in this report.)

6. The subgroups were organized with Work Conference participants being given the option of working in whichever subgroup area interested them most.

7. Announcements were made regarding a number of details, e.g., arrangements for coffee and snacks, secretarial services, establishment of a news exchange for facilitating inter-group communication, plans for social events, tentative dates for

visits by consultants who would act as resource persons to facilitate the work of the Conference, and information pertaining to a large Bulletin Board and Conference Calendar set up to provide additional means for communication.

8. Time was allotted for the gathering of the newly formed subgroups at which time the goals set for each were discussed in greater detail and decisions made by the participants and leadership as to the manner in which they would proceed.

THE SUBGROUPS

I. Classroom Management

The area to be dealt with by this subgroup was initially defined as all those plans, preparations, activities, materials, monitoring systems and follow-up evaluations designed to produce an efficient learning environment physically, psychologically, socially and educationally in terms of both individual and groups of students.

This subgroup was the largest of the three in terms of membership and the process for approaching its tasks evolved from the participants. In retrospect, it was determined that this process had consisted of (1) defining what Classroom Management is, (2) identifying the specific areas Classroom Management encompasses encompasses (developing listings), (3) categorizing items on the listings, (4) agreeing on a format, (5) developing a rationale and prerequisites, (6) developing statements of competencies and (7) assessment instruments.

In tackling item 2, two groups were formed within the subgroup, each working independently of the other. One group developed listings of functions of Classroom Management and then classified the items listed into broad categories. The other group began its work by considering several broad categories and then identifying functions which might fall under each. At a later stage in the process the product of each of the sub-subgroups was shared and synthesized.

II. Orientation to Teaching

It has been the observation of teacher educators that many people giving consideration to coming into teaching have ideas about teaching but these ideas are not necessarily related to what is really happening in the profession. They are based, rather, on personal experiences and feelings. In order to help people get an accurate and realistic picture of what teaching is all about, the group felt that prospective teacher candidates should be given training in skills of observing the things happening in schools and, with this premise in mind, the Orientation to Teaching subgroup channeled its efforts into developing an instructional package intended for use by teacher training candidates.

III. Mathematics

In narrowing down and defining an area of mathematics to focus attention on, the Mathematics subgroup ultimately decided to take a look at assessment, considering it to be a generic teaching task which would cross the lines of every discipline and thus be useful in subject fields other than mathematics. The representative skills it sought to deal with involved data gathering, pupil observation, conferencing, data analysis and diagnosis.

WORK CONFERENCE ACTIVITIES

While it is true the prime purpose of the Conference was the development of instructional packages, a secondary purpose of import was to broaden the knowledge base of the conferees with regard to the current status of teacher education and the impact of the Competency-Based Teacher Education movement.

The staff judiciously programmed resource inputs for achieving both purposes as the need developed. For example, determining that many of the participating classroom teachers were not conversant with existing structures of teacher education programs, Professor Lindsey conducted a presentation providing an overview of present teacher training program structures as contrasted with the CBTE concept.

The materials specialist provided for a wide range of texts, instructional modules, filmstrips, movies, slide programs, etc., enabling individuals to obtain further background information regarding the CBTE movement generally as well as information specifically related to the topics being dealt with in the subgroups.

It was not the intention of the staff to burden participants with reams of handout materials but, where useful for serving a specific purpose, handout materials were prepared and made available. A case in point was the distribution of xeroxed information pertaining to modules and module format in preparation for a general session at which the conferees deliberated the pros and cons of developing a common format for instructional packages completed by CITE.

Ted Andrews, associate of the New York State Education Department and Director of the Multi-State Consortium PBTE, met with the group in general session giving them an overview of teacher education programs being developed throughout the states, significant legislative decisions and some of the ramifications of these decisions. In discussing the problems faced by the CBTE movement Andrews concluded, "It's a hassle . . . but it's worth it!"

Perhaps the most thought provoking, seminal input was that provided by Elizabeth Hagen, Associate Dean of Education at Teachers College, Columbia University, and a renowned expert in the field of educational testing. Dr. Hagen made three appearances at the Work Conference meeting with the participants in general sessions, in subgroups and, sometimes, individually. The thrust of her efforts was in critiquing and helping the subgroups clarify and make more specific their competencies and criteria for evaluation. When it meant "going back to the drawing board" her astuteness and candor were often a bitter pill to swallow but there was no denying the validity and constructiveness of her commentaries and their ultimate assistance in moving the work of the Conference forward.

In discussing the topic of assessment Dr. Hagen posed four questions for the group to consider:

1. What exactly are you trying to appraise?

2. What kinds of data do you need to appraise #1?

3. What kind of situation(s) do you have to place the individual in to elicit the data in #2?

4. How do you judge the adequacy of the responses?

The following examples of dialogue will provide the reader with the flavor of the interactions taking place during the sessions with Dr. Hagen.

Referring to a draft of a competency stating, "The student will examine his personal experiences. . . ." Dr. Hagen remarked, "If you say you are going to have him state his own philosophy, all you are going to do is evaluate whether he states it or not. You are not going to apply any external criterion. If you do, you are not measuring that competency."

Participant: ". . . it's just a personal discussion with a person to open them up to the fact of why they are in teaching."

Dr. Hagen: "You say you want to change that to examines himself?"

Participant: "I think that's what we're trying to get across . . . . yes."

Dr. Hagen: "O.K., suppose I inspect myself physically? (laughter) You see, one of the things this discussion is bringing out is that whenever you're talking about competencies needing more objectives you're always reflecting somebody else's value system and this you must explicitly recognize as you list these things . . . that is, you're not talking about verities and absolute truths, you're talking about what is valued and according to a certain frame of reference you are valuing this . . . examination of feelings or things like this, etc. Now, I may disagree with you . . . that's because I have my own value system. So, when you're asking is this the right competency or is it the wrong competency, there is no answer to that."

In discussing the draft of a competency stating, "Determine through available data the level and range of mathematics competence achieved in a particular class," Dr. Hagen inquired, "Those of you who are not working in the math group . . . what does that statement mean to you?"

In summarizing the discussion following she declared, ". . . whenever you use a natural setting for a learning situation the one thing you want to be sure to do is to give the student an opportunity to learn before you evaluate, e.g., the first time you send a student into a classroom . . . he is learning how to do it . . . he should not be evaluated in the competency. The evaluation process should always be separated from the teaching process . . . this must always be remembered!"

In still another discussion Dr. Hagen asked the group how it would judge the adequacy of individual responses it gets--within what framework? Several times she cautioned against asking the student teacher to elicit data outside of her realm of experience.

FINAL SESSION

Several members of the staff have had considerable experience in work conference situations. They would agree that seldom has a group of people worked so diligently and purposefully as in this Work Conference. Drafts of instructional packages under development and revisions of drafts seemed to be generated in a never ending stream. Yet, busy and intense as everyone was in working on the tasks at hand, complete cooperation prevailed throughout the Conference. This coupled with excellent organization and sharing of responsibilities within the subgroups resulted in maintenance of an environment characterized by a deep sense of mission but lacking the oppressive atmosphere of pressure which can so easily develop in the kind of "deadline" situation the group was operating in. Morale and rapport between individuals comprising the group remained high to the very last day.

A full agenda was prepared for the final session. Spirits were high and gaiety prevailed, the participants undoubtedly happy that their assignments were complete and happier yet in the pride and sense of accomplishment each felt.

The Group Leaders reported briefly on the instructional packages designed by their respective subgroups. In every case the biggest "problem" encountered was the first several days during which the groups wrestled with defining what it was they were about and in determining the parameters and content of what each was going to do.

Recognizing that each package still had "loose ends" requiring attention, arrangements were made for the assistant group leaders to assume responsibility for their final completion.

A major concern of the conferees was that the impetus given to CITE by the Conference would fizzle out as the months passed. A review of future CITE plans which included publication and field testing of the instructional packages developed during the Conference as well as plans for moving ahead with development of a management system to guide and direct CITE in its endeavors during the 1973-74 academic year put to rest the fears expressed.

Two events highlighted the final session. The first was an evaluation of the Work Conference by David Avdul, a doctoral student at Teachers College, Columbia University, having no previous affiliation with CITE. Mr. Avdul was brought in two days prior to the termination of the Conference to conduct, by whatever means he chose, an independent critique of the Conference, gathering his data by means of observation, interviews with participants and a questionnaire. The information received was organized and presented from a perspective which included the participant's judgments as well as his own personal perceptions.

In his comments to the group, Mr. Avdul observed that

1. the group appeared to be friendly, informal in its approach and productive;

2. the group seemed committed to the CBTE concept (only one person expressed a doubt about CBTE);

3. group deliberations revealed a professional understanding of concepts under discussion, the members apparently drawing from a knowledge base;

4. there was an honest confrontation with "real" issues and difficulties.

He noted the differences in group management, i.e., the single unit functioning of the Mathematics group, the subgroup organization of the Classroom Management group and the qualified dual leadership existing in the Orientation to Teaching group.

In focusing on the Work Conference leadership, he found the participants favored a democratic leader who functioned as a "facilitator," a leader who sensed when direction was needed and who provided it supportively, and a leader who recognized differences in their interests and competencies and acted accordingly. The leadership of the conference was rated very high.

In exploring the area of communication, the key phrase seemed to be "meaningful dialogue" through which potential problems associated with the professional perspective the participants brought to the conference were "aired" and "cleared." Cross-communication between groups was not extensive but it was unclear whether this should be cited as a major weakness of the Conference.

He discussed the decision making process within the context of the three groups finding that the necessary deliberations involved all group participants. The groups were able to maintain a sharp focus on issues under discussion, their willingness to do literally, their "homework" contributing greatly to the quality of the decision making and the fact that decisions were arrived at unanimously. Group participation was also rated very high. A non-threatening atmosphere and respect for opinions contributed to this.

Regarding the tasks assigned, the participants felt they had been satisfactorily completed. All participants, including the staff, strongly expressed the view that participation in the workshop had been a valuable experience both professionally and personally.

In summarization, strengths of the Conference were listed as:

1. good consultants
2. high quality leadership
3. the variety of skills and experiences encountered
4. the good feeling which accompanies production of something that will be useful
5. the assistance received in conceptualizing a meaning of "teaching"

Problems and weaknesses cited were:

1. non-attendance of pre-service teachers
2. insufficient time (a need for more, not longer days)
3. a need for greater familiarity with instructional materials
4. a need for greater clarity in the initial presentation of general guidelines for the tasks

Questions and doubts remaining related to:

1. implementation (Will the modules really work? What kind of planning for implementation will take place?)
2. public relations (Is enough being done here? Are the power structures being informed of the merits and issues of CBTE?)
3. college faculty involvement (Will the liberal arts faculty ever be involved?)
4. evaluation (Who will train the evaluators necessary for a CBTE program?)

In addition to these questions, it was recommended that serious attention be given to:

1. the need for a management system
2. the need to consider involvement of more pre-service teachers and public school administrators
3. continuous evaluation

The second highlight of the final session was a series of fun activities during which original poems were recited, original parodies sung and Professor Lindsey presented with an array of humorous awards symbolizing her leadership qualities and dedication to the CBTE movement. In receiving her "awards," Professor Lindsey remarked that the Conference had resulted in ". . . productivity far beyond anything I had aspirations for."

One could sense that the participants intuitively felt they had, indeed, accomplished a great deal. Nevertheless, it was gratifying to hear the Work Conference Coordinator verbalize and confirm these feelings!

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A Teacher Talks About Her Classroom. (filmstrip/record color. 24 min.) New York: Bank Street Films, 1972.
In this film a teacher describes her open classroom, discussing classroom routines, methods of solving problems and the children's work.

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Program: Cooperation in Teacher Education (CITE)

Component: ORIENTATION TO TEACHING

Cluster: Observation in the school, participation in the school, development of a professional definition of teaching

Developer: CITE Summer Workshop 1973

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State of Development: This module cluster is in the design stages. It is expected that it will be field tested and revised in the near future.

Additional copies of "Orientation to Teaching" with supplementary activity worksheets may be ordered from CITE, Putnam-Northern Westchester BOCES, Yorktown Heights, N.Y. 10598. All orders must be accompanied by payment unless submitted on an authorized purchase order. Price: $1.00

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RATIONALE

This module cluster is designed primarily for pre-service students who are considering entering a program of elementary teacher preparation. It might also be used as an introductory program for para-professionals.

It is assumed that a student entering this module cluster has an idea of teaching developed through past experiences, values and feelings which may not be related to professional studies.

It is further assumed that a student can begin to develop a professional concept of teaching through structured study, observation and participation that is reality-based in a field setting.

As a result of the experiences in this module cluster, the student will gain some basic understanding of the tasks of teaching. The module cluster will serve as a foundation for a developing concept of teaching and the acquisition of teacher competencies.

MANAGEMENT

This module cluster will be conducted primarily in a public school setting.

It will require approximately 45-60 hours to complete.

A minimum of four students will begin this program under the guidance of a CITE co-ordinator.

The student is to take the pre-test and then select those activities to be completed in consultation with the co-ordinator of the module cluster.

Upon completion of selected activities the student will then make arrangements to take the final assessment and then consult with the co-ordinator.

All printed materials with the exception of post-tests are on file at the field center.

The following books will have to be purchased:

Almy, Millie. WAYS OF STUDYING CHILDREN.
Cohen, Dorothy. OBSERVING AND RECORDING BEHAVIOR OF YOUNG CHILDREN.

The co-ordinator will make films and post-tests available at your request.

PRE-REQUISITES

The student will have had no previous formalized observation or participation.

The student may have had no previous courses in professional education.

Para-professionals may enter this module cluster with the approval of the school principal and the CITE co-ordinator.

College students may enter this module cluster with the approval of the college advisor and the CITE co-ordinator.

COMPETENCY I

THE STUDENT IS ABLE TO IDENTIFY AND DESCRIBE:

(1) THE PHYSICAL CONDITIONS AND THE SETTING THAT FACILITATE PUPIL LEARNING IN THE CLASSROOM;
(2) TASKS TEACHERS PERFORM;
(3) METHODS USED TO OBSERVE AND RECORD BEHAVIOR OF CHILDREN WITHIN A CLASSROOM SETTING;
(4) BEHAVIORS OF SPECIFIC PUPILS;
(5) POSSIBLE RELATIONSHIPS BETWEEN THE TEACHER, LEARNER AND ENVIRONMENT.

Objectives

1. After a 20 minute observation in a classroom, the student will identify and describe six out of eight of those physical features identified as facilitators of pupil learning by that classroom teacher.

2. Given a video tape of a lesson in a classroom, the student will be able to identify and describe four out of six observable tasks teachers perform or note their absence.

3. The student will be able to list and briefly describe four methods one might use to go about observing and recording student behavior as identified in the readings provided.

4. Given a video tape of a lesson in a classroom, the student will identify and describe four observable behaviors of a specific pupil and list at least three other pieces of information that might be needed to better understand the behavior of that student as identified by the co-ordinator.

5. Given a written description of a hypothetical classroom that provides information about these factors: learner, environment and teacher, the student will be able to write a short essay indicating the possible relationships that cause or impede learning.

COMPETENCY II

THE STUDENT WILL IDENTIFY AND DESCRIBE THE TASKS OF TEACHING AND PROVIDE A DEFINITION OF TEACHING THAT DESCRIBES THE TEACHER'S ROLE IN MANIPULATING THE VARIABLES OF INSTRUCTION TO PRODUCE INTENDED CHANGES IN LEARNER BEHAVIOR.

Objectives

1. Given an essay test, the student will correctly identify and give a brief description of the tasks of teaching and provide a definition of teaching that describes the teacher's role in manipulating variables of instruction to produce intended changes in learner behavior.

PRE-ASSESSMENT FOR THE MODULE CLUSTER

The general purpose of this module cluster in orientation to teaching is to provide an experiential base for the nurturance of personal values for teaching and learning. This module cluster also hopes to provide the student with opportunities to develop observation skills and identify and describe the tasks and variables of teaching. Therefore, the pre-assessment is designed to provide the student and co-ordinator with needed information to select the kinds of activities that will enable the student to further develop his present concept of teaching and provide experience within a school setting.

Complete the following and then make an appointment with your CITE co-ordinator.

COMPETENCY I

1. Select one of the following books and react by writing a one page summary, trying to indicate what you believe the author thinks, feels and values about teaching.

   SCHOOLS WITHOUT FAILURE
   UP THE DOWN STAIRCASE
   TEACHING AS A SUBVERSIVE ACTIVITY
   TEACHERS FOR THE REAL WORLD
   CRISIS IN THE CLASSROOM
   YOUR OWN SELECTION _____

2. On a one page sheet, indicate in outline form your responses to the following questions.

   a. What are your past experiences in working with children?
   b. What are your present concepts of what teaching is?
   c. What are your present ideas about what you would like to do as you go through this program?

3. How would you go about observing and recording the behaviors of students, teachers and the classroom environment?

COMPETENCY II

1. State four tasks of teaching and write a brief description of each task.

2. State four variables of teaching and briefly describe each.

3. Discuss the interaction among the four variables of teaching and the teacher's function in that interaction.

CITE: OT: COMP I & II
Prescription and Completion Chart

Check one:
Student's Copy _____
Coordinator's Copy _____

ORIENTATION TO TEACHING

PRESCRIPTION-COMPLETION CHART

STUDENT_____ ENTRY DATE_____

COORDINATOR_____ SCHOOL_____

Listed on the chart are all the activities in the learning package. Those marked with an * are required of all students.

The coordinator will mark those activities not required as indicated by successful completion of sections of the pre-assessment.

The student and the coordinator will determine which of the alternate activities will be undertaken.

The coordinator will keep a copy of the chart and initial each activity when the required evidence of satisfactory completion of the activity has been received.

KEY:

* required of all students

X not required, due to successful pre-assessment

O additional activity selected by student and coordinator

S.O. self designed activities

	Initials Completed		Initials Completed
COMPETENCY I		COMPETENCY I	
Objective 1		Objective 2	
Activity 1 *		Activity 1 *	
2 *		2 *	
3		3 *	
4		4	
5		5	
6		6	
7		7	
8		S.O. 8	
S.O. 9		Post Test	
Post Test			

CITE: OT: COMP I & II
Prescription & Completion Chart

	Initials Completed
COMPETENCY I	
Objective 3	
Activity 1 *	
2 *	
3	
S.O. 4	
Post Test	

	Initials Completed
COMPETENCY I	
Objective 4	
Activity 1 *	
2 *	
3	
4	
S.O. 5	
Post Test	

	Initials Completed
COMPETENCY I	
Objective 5	
Activity 1 *	
2	
3	
S.O. 4	
Post Test	

	Initials Completed
COMPETENCY II	
Objective 1	
Activity 1 *	
2 *	
3 *	
4	
5	
6	
S.O. 7	
Post Test	

COMPETENCY I

THE STUDENT IS ABLE TO IDENTIFY AND DESCRIBE:

(1) THE PHYSICAL CONDITIONS AND THE SETTING THAT FACILITATE PUPIL LEARNING IN THE CLASSROOM;
(2) TASKS TEACHERS PERFORM;
(3) METHODS USED TO OBSERVE AND RECORD BEHAVIOR OF CHILDREN WITHIN A CLASSROOM SETTING;
(4) BEHAVIORS OF SPECIFIC PUPILS;
(5) POSSIBLE RELATIONSHIPS BETWEEN THE TEACHER, LEARNER AND ENVIRONMENT.

Objective 1

After a 20 minute observation in a classroom, the student will identify and describe six out of eight of those physical features identified as facilitators of pupil learning by that classroom teacher.

ACTIVITIES FOR OBJECTIVE 1

For this objective, activities 1 and 2 are required.

1. Given a classroom observation, the student will diagram the physical arrangement of the classroom indicating seating arrangements in the classroom, bulletin boards, displays, position of teacher's desk and any other items that the student finds important in identifying the setting that facilitate pupil learning in the classroom. Compare this diagram with a peer that has done the same activity at the same time and discuss your descriptions of the same classroom.

2. Draw your own diagram of a classroom you envision and write a report of a classroom setting identifying the physical conditions and setting that facilitate pupil learning in the classroom and discuss it with your coordinator.

In addition, activities 3, 4, 5, 6, 7, 8 and 9 may be used.

3. Using a diagram that you have designed describe how this setting provides for a system of pupil movement, arrangement of materials, passing materials, arrangement of furniture and pupil participation.

4. Spent at least 10 minutes in each of four different levels of the elementary school and list the differences and similarities of each physical setting.

5. Compile a list of items that you believe are crucial for setting up the kind of classroom you would like to teach in and how these items would facilitate pupil learning in the classroom.

6. Discuss with a classroom teacher the physical conditions and setting in her room that facilitate pupil learning.

7. Complete the Module on CLASSROOM MOVEMENT PATTERNS (on file) (CITE:OT:COMP I:OBJ 1:LA 7)

8. Complete the West Texas Module CLASSROOM AWARENESS (on file) (CITE:OT:COMP I:OBJ 1:LA 8)

9. Student option: design your own learning activity.

Objective 2

Given a video tape of a lesson in a classroom, the student will be able to identify and describe four out of six tasks teachers perform or note their absence.

ACTIVITIES FOR OBJECTIVE 2

For this objective, activities 1, 2 and 3 are required.

1. Read the materials on OBSERVATION and respond to the questions in writing (on file) (CITE:OT:COMP I:OBJ 2:LA 1)

2. View the film, ADULT AS ENABLER, WHEN, WHO, AND HOW MUCH. Briefly summarize your response in writing to this film.

3. View the film, TASKS OF TEACHING and identify and describe the four tasks of a teacher.

In addition, activities 4, 5, 6, 7, and 8 may be used.

4. Follow a teacher for an entire day. List the instructional and non-instructional activities that teacher performs.

5. Make arrangements to observe and describe the sequence of tasks the teacher may go through to work with one of the following: (1) an individual child; (2) a small group; (3) a large group.

6. Given four 10 minute observations, record in as much detail as you possibly can, every task that the teacher had to perform.

7. Read the printed materials on FLANDERS' INTERACTION ANALYSIS and do the suggested activities (on file) (CITE:OT:COMP I: OBJ 2:LA 7)

8. Student option: design your own learning activity.

Objective 3

The student will be able to list and briefly describe four methods one might use to go about observing and recording student behavior as identified in the readings provided.

ACTIVITIES FOR OBJECTIVE 3

For this objective, activities 1 and 2 are required.

1. Read Millie Almy's book, WAYS OF STUDYING CHILDREN, pages 25-60, and answer the questions that are provided for you (on file) (CITE:OT: COMP I:OBJ 3:LA 1)

2. Read the book, OBSERVING AND RECORDING BEHAVIOR OF YOUNG CHILDREN. Do the activities on this book (on file) (CITE:OT:COMP I:OBJ 3:LA 2)

In addition, activities 3 and 4 may be used.

3. Follow a class from one period to another (gym, art, music) and record and describe the behavior of the pupils.

4. Student option: design your own learning activity

Objective 4

Given a video tape of a lesson in a classroom, the student will identify and describe four observable behaviors of a specific pupil and list at least three other pieces of information that might be needed to better understand the behavior of that student as identified by the supervisor.

ACTIVITIES FOR OBJECTIVE 4

For this objective, activities 1 and 2 are required.

1. With at least one fellow student, view the INNER CITY LAB INCIDENT #10

and follow the manual for discussion topic with your supervisor if possible. Then read the available information in the kit on that child.

2. Do the packet CHILD STUDY (on file) (CITE:OT:COMP I:OBJ 4:LA 2)

In addition, activities 3, 4, and 5 may be used.

3. Make arrangements with the classroom teacher to follow one child throughout the day, recording as many different activities and behaviors as you can that the child participates in throughout the day.

4. Design a sociogram using the packet DESIGNING AND USING A SOCIOGRAM. Also use the Almy book WAYS OF STUDYING CHILDREN (on file) (CITE:OT:COMP I:OBJ 4:LA 4)

5. Student option: design your own learning activity.

Objective 5

Given a written description of a hypothetical classroom that provides information about these factors: learner, environment and teacher, the student will be able to write a short essay indicating the possible relationships that cause or impede learning.

ACTIVITIES FOR OBJECTIVE 5

For this objective, activity 1 is required.

1. View the film A VERY SPECIAL PLACE and use the discussion guide provided (on file) (CITE:OT:COMP I:OBJ 5:LA 1)

In addition, activities 2, 3, and 4 may be used.

2. Listen to the tape and view the filmstrip TEACHER TALKS ABOUT HER CLASSROOM.

3. Read the articles on STUDY OF TEACHING (on file) (CITE:OT:COMP I:OBJ 5:LA 3)

4. Student option: design your own learning activity.

COMPETENCY II

THE STUDENT WILL IDENTIFY AND DESCRIBE THE TASKS OF TEACHING AND PROVIDE A DEFINITION OF TEACHING THAT DESCRIBES THE TEACHER'S ROLE IN MANIPULATING THE VARIABLES OF INSTRUCTION TO PRODUCE INTENDED CHANGES IN LEARNER BEHAVIOR.

Objective 1

Given an essay test, the student will correctly identify and give a brief description of the tasks of teaching that describe the teacher's role in manipulating variables of instruction to produce intended changes in learner behavior.

ACTIVITIES FOR OBJECTIVE 1

For this objective, activities 1, 2, and 3 are required.

1. View the film TASKS OF TEACHING. Identify and describe the four tasks in writing.

2. Read WHAT TEACHERS NEED TO KNOW AND TEACH. Summarize in writing the author's definition of teaching and the variables of instruction. Article by Judith Henderson in Journal of Teacher Education, Spring, 1973, pp. 4-6.

3. Attend the final group session to summarize your experiences in the module cluster and discuss your present concepts of teaching.

In addition, activities 4, 5, 6, and 7 may be used.

4. Read HOW TO CONDUCT AN INTERVIEW (on file). Interview a teacher about the above tasks and record responses on the form INTERVIEW OUTLINE FOR TASKS OF TEACHING.(on file with above sheets) (CITE:OT:COMP II: OBJ 1: LA 4)

5. Request classroom observation with the teacher identified above. Identify the tasks observed or the absence of same. Record your findings on the OBSERVATION OUTLINE FOR TASKS OF TEACHING sheet.(on file) (CITE:OT: COMP II:OBJ 1:LA 5)

6. Complete a tutoring experience using ideas from WILKIT W-57. Complete the questions on tasks and variables of teaching encountered.(on file) (CITE:OT:COMP II:OBJ 1:LA 6)

7. Student option: design your own learning activity.

Final Assessment
Orientation to Teaching
Competency I
Objectives 1, 2, 3, 4, 5

1. Spend 20 minutes in _____ classroom. Identify and describe six physical features in that classroom that facilitate pupil learning.

   a.

   b.

   c.

   d.

   e.

   f.

2. View the video tape CITE: OT: COMP I: OBJ 2: Post Assessment. Identify and describe four out of six tasks the teacher performs.

   a.

   b.

   c.

   d.

3. List and briefly describe the four methods one might use to go about observing and recording student behavior.

   a.

   b.

   c.

   d.

Final Assessment
Orientation to Teaching
Competency I
Objectives 1, 2, 3, 4, 5
Page 2

4. View the video tape CITE: OT: COMP I: OBJ 4: Post Assessment. Identify and describe four behaviors of a specific child in that tape. (Child _____)

   a.

   b.

   c.

   d.

5. Read the attached hypothetical classroom situation (Miss Ann Stevens' class). It provides information about the learner, the teacher and the physical environment. Write a short essay indicating the possible relationships that cause or impede learning in this classroom.

Final Assessment
Orientation to Teaching
Competency II
Objective 1

The student will identify and describe the tasks of teaching and provide a definition of teaching that describes the teacher's role in manipulating the variables of instruction to produce intended changes in learner behavior.

1. Identify four tasks of teaching and briefly describe each.

2. Identify three variables of teaching and briefly describe each.

3. Describe the teacher's role in manipulating the variables of instruction to produce intended changes in learner behavior.

4. In this module cluster you have had the opportunity to observe and participate in real and simulated teaching situations. Describe any one instructional episode in which you participated and observed. Describe that episode in terms of the following headings:

   a. Goal or objective of the episode.
   b. Learner behavior observed.
   c. Teacher behavior observed.
   d. Pertinent factors in the environment.
   e. Content of instruction.
   f. Change in learner behavior that resulted (if any).

5. State your present concept of teaching and compare it to the statement you wrote on the pre-assessment.

BIBLIOGRAPHY

FILMS

"TASKS OF TEACHING" (Michigan State)
"ADULT AS ENABLER, WHEN, WHO AND HOW MUCH" (Bank Street)
"A VERY SPECIAL PLACE" (Bank Street)
"INCIDENT #10" (Inner City Lab SRA)
"TAPE AND FILMSTRIP TEACHER TALKS ABOUT HER CLASSROOM" (Bank Street)

MATERIALS ON FILE

CITE:OT:COMP I & II PRESCRIPTION & COMPLETION CHART
CITE:OT:COMP I:OBJ 1:LA 7 - CLASSROOM MOVEMENT PATTERNS
CITE:OT:COMP I:OBJ 2:LA 1 - OBSERVATION
CITE:OT:COMP I:OBJ 2:LA 7 - FLANDERS' INTERACTION ANALYSIS
CITE:OT:COMP I:OBJ 3:LA 1 - WAYS OF STUDYING CHILDREN
CITE:OT:COMP I:OBJ 3:LA 2 - OBSERVING AND RECORDING BEHAVIOR OF YOUNG CHILDREN
CITE:OT:COMP I:OBJ 4:LA 2 - CHILD STUDY
CITE:OT:COMP I:OBJ 4:LA 4 - DESIGNING AND USING A SOCIOGRAM
CITE:OT:COMP I:OBJ 5:LA 1 - A VERY SPECIAL PLACE
CITE:OT:COMP I:OBJ 5:LA 3 - STUDY OF TEACHING
CITE:OT:COMP II:OBJ 1:LA 4 - HOW TO CONDUCT AN INTERVIEW
CITE:OT:COMP II:OBJ 1:LA 5 - OBSERVATION OUTLINE FOR TASKS OF TEACHING

BOOKS

ANALYZING TEACHER BEHAVIOR - (Flanders, Addison Wesley)
CRISIS IN THE CLASSROOM - (Silberman, Random House)
HOW CHILDREN FAIL - (Holt, Dell Books)
OBSERVING AND RECORDING BEHAVIOR OF YOUNG CHILDREN - (Cohen, Teachers College Press)
SCHOOLS WITHOUT FAILURE - (Glasser, Harper & Row)
TEACHERS FOR THE REAL WORLD - (Smith, American Ass. of Colleges for Teachers)
TEACHING AS A SUBVERSIVE ACTIVITY - (Postman & Weingartner, Delacorte Press)
UP THE DOWN STAIRCASE - (Kaufman, Avon Books)
WAYS OF STUDYING CHILDREN - (Almy, Teachers College)

ARTICLES

"WHAT TEACHERS NEED TO KNOW AND TEACH (FOR SURVIVAL ON THE PLANET)"
Judith Henderson article in Journal of Teacher Education, Spring 1973, pp. 4-6.

KITS

INNER CITY LAB KIT (SRA)
CLASSROOM LABORATORY (SRA)
WILKIT: TUTORIAL TECHNIQUES AND SCHOOL RECORDS W-57 (Weber State)

Program: Cooperation in Teacher Education (CITE)

Component: CLASSROOM MANAGEMENT

Cluster: Planning for instruction, routines, health and safety

Developer: CITE Summer Workshop 1973

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State of Development: This module cluster is in the design stages. It is expected that it will be field tested and revised in the near future.

Additional copies of "Classroom Management" with supplementary activity worksheets may be ordered from CITE, Putnam-Northern Westchester BOCES, Yorktown Heights, N.Y. 10598. All orders must be accompanied by payment unless submitted on an authorized purchase order. Price $1.00

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RATIONALE

The ability to effectively manage an elementary classroom has sometimes been attributed to some magical quality which the classroom teacher would obtain through many years of trial, error and intuition.

The participants in the CITE workshop who helped develop this module feel differently. We believe that the elements in classroom management can be defined and that the student teacher can be led to discover the skills which would take the magic out of a well managed classroom.

At this point it would be wise to include a definition of classroom management. This definition was arrived at by the members of the C.M. segment of the CITE summer workshop.

> All those plans, preparations, activities, materials, monitoring systems, and follow-up evaluation designed to produce a stimulating and efficient learning environment. Such an environment would be based on the premise that the child becomes a self-directed learner.

The nine members of the group, working under the direction of Ed Ciccoricco, soon realized that the realm of classroom management comprised over 100 factors which we attempted to list.

We decided to attack three major components of classroom management by breaking into groups of three members each. The components we chose are: routines, planning for instruction, and health and safety.

MANAGEMENT

This module cluster will be conducted primarily in a public school setting.

It will require approximately four to six weeks to complete.

The student is to take the pre-test and then select those activities to be completed in consultation with the CITE co-ordinator.

Upon completion of selected activities the student will then make arrangements to take the final assessment and consult with the co-ordinator again.

All printed materials with the exception of post-tests are on file at the field center.

The co-ordinator will make films and post-tests available at your request.

PRE-REQUISITES

The student must be enrolled in a pre-service elementary education program and have successfully completed modules or courses in

ORIENTATION TO TEACHING

CHILD GROWTH AND DEVELOPMENT

Students may enter this program with the approval of the college adviser and the CITE co-ordinator.

COMPETENCY I

THE STUDENT IS ABLE TO ESTABLISH ROUTINES THAT FACILITATE THE OPERATION OF AN INSTRUCTIONAL PROGRAM.

Objectives

1. Given a class, the student will plan and conduct morning activities that include: attendance, lunch count, money collection, pledge to the flag and relevant plans for the day.

2. The student will construct procedures allowing for student mobility from one activity to another as described in the module CLASSROOM MOVEMENT PATTERNS.

3. The student will organize materials for use by students at a learning center according to the listed criteria.

4. The student will plan for teaching a small instructional group and provide three other learning activities for the remainder of the class.

COMPETENCY II

THE STUDENT IS ABLE TO PLAN FOR INSTRUCTION IN AN ELEMENTARY CLASSROOM.

Objectives

1. Given information about the instructional needs of a group of children in the classroom, the student will list available materials appropriate to these instructional needs as identified by the cooperating teacher.

2. Given information about the instructional needs of a group of children, the student will develop a lesson plan that meets 90 percent of the criteria provided.

3. Given information about the instructional needs of a group of children, the student will develop a unit plan that meets 90 percent of the criteria provided.

COMPETENCY III

THE STUDENT MAKES PROVISIONS FOR THE PHYSICAL WELL-BEING OF PUPILS.

Objectives

1. The student will identify five leading causes of illness in elementary school children with 100 percent accuracy as stated in the reading provided.

2. Given an elementary classroom, the student will identify the observable health problems with an accuracy of 90 percent, as determined by the cooperating teacher.

3. Given a class of elementary pupils, the student will plan the physical environment to accommodate the physical well-being of the children, as determined by the cooperating teacher.

4. In the assigned school, the student will identify the health service personnel, write a brief description of the services they provide and state procedures for pupil referral.

COMPETENCY IV

THE STUDENT MAKES PROVISIONS FOR THE SAFETY OF EACH CHILD.

Objectives

1. The student will list at least three procedures for safety in different areas of the school.

2. The student will plan procedures for fire and emergency drills in accordance with school policy.

Name:_____

Pre-Assessments--Classroom Management

I. THE STUDENT IS ABLE TO ESTABLISH ROUTINES THAT FACILITATE THE OPERATION OR AN INSTRUCTIONAL PROGRAM.
No pre-assessment.

II. THE STUDENT IS ABLE TO PLAN FOR INSTRUCTION IN AN ELEMENTARY CLASSROOM. (You may elect either A or B.)

(A) Decide on a set of instructional objectives for a unit plan for a class of children. (B) Describe how you would incorporate the use of at least three activity centers and outside personnel into your plan.

1. State the objectives of the unit.

_____
_____
_____
_____
_____
_____

2. How would you involve the pupils in the planning of the unit?

_____
_____
_____
_____
_____
_____
_____

3. List activities you would include for at least three activity centers.

_____
_____
_____
_____
_____
_____
_____
_____

Name:_____

4. List the materials you would need to support the above activities.

_____
_____
_____
_____
_____
_____

5. A. Describe how you would enlist the aid of outside personnel.

_____
_____
_____
_____
_____
_____

OR

B. Furnish evidence of a unit plan written previously by you. Furnish the name and institution of the supervisor under whose guidance you wrote this unit.

_____
_____
_____
_____

COMPETENCY III - - - - - No Pre-assessment

COMPETENCY IV - - - - - No Pre-assessment

CITE: CM
Prescription and Completion Chart

Check one:
Student's Copy ____
Coordinator's Copy ____

STUDENT _____ ENTRY DATE _____

COORDINATOR _____ SCHOOL _____

Listed on the chart are all the activities in the module cluster. Those marked * are required of all students.

The coordinator will mark those activities not required as indicated by successful completion of sections of the pre-assessment.

The student and the coordinator will determine which of the alternate activities will be undertaken.

The coordinator will keep a copy of the chart and initial each activity when the required evidence of satisfactory completion of the activity has been received.

KEY:

* required of all students

X not required due to successful pre-assessment

O alternate activity selected by the student and the coordinator

S.O. self designed activities

	Initials Completed		Initials Completed
COMPETENCY I		COMPETENCY I	
Objective 1		Objective 3	
Activity 1 *		Activity 1 *	
2 *		2 *	
3 *		3	
4		4	
5		S.O. 5	
Post Test		Post Test	
Objective 2		Objective 4	
Activity 1 *		Activity 1 *	
S.O. 2		2 *	
Post Test		3	
		S.O. 4	
		Post Test	

CITE: CM
Prescription and Completion Chart

Check one:
Student's Copy _____
Coordinator's Copy _____

	Initials Completed
COMPETENCY II	
Objective 1	
Activity 1 *	
2 *	
3	
S.O. 4	
Post Test	
Objective 2	
Activity 1 *	
2 *	
3 *	
4	
S.O. 5	
Post Test	
Objective 3	
Activity 1 *	
2 *	
3 *	
4	
S.O. 5	
Post Test	

	Initials Completed
COMPETENCY III	
Objective 1	
Activity 1 *	
2 *	
S.O. 3	
Post Test	
Objective 2	
Activity 1 *	
2 *	
3 *	
S.O. 4	
Post Test	
Objective 3	
Activity 1 *	
2 *	
3 *	
S.O. 4	
Post Test	
Objective 4	
Activity 1 *	
2	
3	
S.O. 4	
Post Test	

	Initials Completed
COMPETENCY IV	
Objective 1	
Activity 1 *	
2 *	
3	
S.O. 4	
Post Test	

	Initials Completed
COMPETENCY IV	
Objective 2	
Activity 1 *	
2 *	
3	
S.O. 4	
Post Test	

COMPETENCY I

THE STUDENT IS ABLE TO ESTABLISH ROUTINES THAT FACILITATE THE OPERATION OF THE INSTRUCTIONAL PROGRAM

Objective 1

Given a class, the student will plan and conduct morning activities that include: attendance, lunch count, money collection, pledge to the flag and relevant plans for the day.

ACTIVITIES FOR OBJECTIVE 1

For this objective, activities 1, 2, and 3 are required.

1. Read "Organizing the Day," pp. 7-14 in PUPIL PROGRESS: RECORD KEEPING (on file) (CITE:CM:COMP I: OBJ 1:LA 1)

2. Observe the cooperating teacher conducting morning activities and record your observations on the form provided (on file) (CITE:CM:COMP I:OBJ 1: LA 2)

3. Plan and conduct morning activities for one week. Report on the form provided (on file) (CITE:CM:COMP I: OBJ 1:LA 3)

In addition, activities 4 and 5 may be used.

4. Read the school policy related to keeping attendance records, money collection and storage. Answer the questions on the sheet provided (on file) (CITE:CM:COMP I:OBJ 1:LA 4)

5. Discuss with the cooperating teacher those planned activities which you feel need to be discussed with the students for explanation, preparation or clarification. Choose two such activities and prepare a plan explaining them to the class. Implement your plan and report on the form provided (on file) (CITE:CM:COMP I:OBJ 1:LA 5)

Objective 2

The student will construct procedures allowing for student mobility from one activity to another as described in the module CLASSROOM MOVEMENT PATTERNS.

ACTIVITIES FOR OBJECTIVE 2

For this objective, activity 1 is required.

1. Successfully complete the module on CLASSROOM MOVEMENT PATTERNS (on file) (CITE:CM:COMP I:OBJ 2:LA 1)

2. Student option: design your own activity.

Objective 3

Given materials and planned activities, the student will organize materials for use by students at a learning center according to the listed criteria.

Criteria: Materials are accessible to students without assistance.
Pupils are able to use the material.
Pupils help in the storage of materials when they complete their activities.

ACTIVITIES FOR OBJECTIVE 3

For this objective, activities 1 and 2 are required.

1. View the filmstrip/tape presentation OPENING CLASSROOM STRUCTURE (Vimcet Association). Discuss with your cooperating teacher. Report on the forms provided (on file) (CITE:CM:COMP I: OBJ 3:LA 1)

2. With the aid of your cooperating teacher, select a learning center. Plan and maintain a storage and utilization system for the learning center for the period of one week. Evaluate this system according to the criteria with your cooperating teacher.

In addition, activities 3, 4, and 5 may be used.

3. Repeat activity 2 in another learning center.

4. Propose a written plan for an activity center you envision.

5. Student option: design your own activity.

Objective 4

Given on-going units in the classroom, the student will plan for teaching a small instructional group and provide three other learning activities for the rest of the students.

ACTIVITIES FOR OBJECTIVE 4

For this objective, activities 1 and 2 are required.

1. Observe classrooms at different grade levels in which group or individual instruction is taking place and record how teachers have managed the group activities. Interview the teachers involved and record their responses on the forms provided (on file) (CITE:CM:COMPI:OBJ 4:LA 1)

2. In conjunction with your cooperating teacher, develop a plan that you would use with a small instructional group and provide three activities for the remaining pupils. Plan on the form provided (on file) (CITE:CM:COMP I:OBJ 4:LA 2)

In addition, activities 3 and 4 may be used.

3. Put the above plan into action and have your cooperating teacher evaluate it on the form provided (on file) (CITE:CM:COMP I:OBJ 4:LA 3)

4. Student option: design your own activity.

COMPETENCY II

THE STUDENT IS ABLE TO PLAN FOR INSTRUCTION IN AN ELEMENTARY CLASSROOM.

Objective 1

Given information about the instructional needs of a group of children in the classroom, the student will list available materials appropriate to these instructional needs as indicated by the cooperating teacher.

ACTIVITIES FOR OBJECTIVE 1

For this objective, activities 1 and 2 are required.

1. Consult the school media specialist and learn how to use catalogs of materials available in the school. Also learn how to order materials from services outside of the school.

2. Gather from the above sources, materials which are appropriate to the needs of a group of students for selected activities as determined by your cooperating teacher.

In addition, activities 3 and 4 may be used.

3. Create your own materials to meet these needs.

4. Student option: design your own learning activity.

Objective 2

Given information about the instructional needs of a group of children in the classroom, the student will develop a lesson plan that meets 90 percent of the criteria provided.

ACTIVITIES FOR OBJECTIVE 2

For this objective, activities 1, 2, and 3 are required.

1. View DESIGNING AN INSTRUCTIONAL PACKAGE, a filmstrip/tape (Florida University, II-2).

2. Read BASIC COMPONENTS OF A LESSON PLAN (on file) (CITE:CM:COMP II: OBJ 1:LA 2)

3. Select a lesson with your cooperating teacher and write a plan according to the criteria in the reading.

In addition, activities 4 and 5 may be used.

4. Evaluate your plan with the cooperating teacher. Conduct the lesson with a group of children. Re-evaluate the plan with your cooperating teacher.

5. Student option: design your own learning activity.

Objective 3

Given information about the instructional needs of a group of children, the student will develop a unit plan that meets 90 percent of the criteria provided.

ACTIVITIES FOR OBJECTIVE 3

For this objective, activities 1, 2, and 3 are required.

1. Examine sample unit plans and note the main components of each (on file) (CITE:CM:COMP II:OBJ 3:LA 1)

2. Read COMPONENTS OF A UNIT PLAN (on file) (CITE:CM:COMP II:OBJ 3:LA 2)

3. Select a unit theme with your cooperating teacher, and develop a unit outline. It should include:

   a. Objectives--cognitive, affective and psychomotor
   b. Materials --written, audio-visual, manipulative
   c. Content --subject matter
   d. Activities--varied alternatives directly related to the objectives
   e. Evaluation--pupil progress and opinion
      teacher evaluation of unit

In addition, activities 4 and 5 may be used.

4. Conduct the unit plan with a group of children. Re-evaluate the unit with your cooperating teacher.

5. Student option: design your own learning activity.

COMPETENCY III

THE STUDENT MAKES PROVISIONS FOR THE PHYSICAL WELL-BEING OF EACH PUPIL.

Objective 1

The student will identify the five leading causes of illness in elementary school children with 100 percent accuracy as stated in the reading provided.

ACTIVITIES FOR OBJECTIVE 1

For this objective, activities 1 and 2 are required.

1. Read HEALTH OBSERVATION OF SCHOOL CHILDREN, pp. 43-46. Discuss any questions you have with the school nurse. Answer the questions on the form provided (on file) (CITE:CM:COMP III:OBJ 1:LA 1)

2. Review the health folders of the class. List the names of students with health problems and state the nature of the problem.

3. Student option: design your own learning activity.

Objective 2

Given an elementary classroom the student will identify the observable health problems of pupils with an accuracy of 90 percent, as determined by the cooperating teacher.

ACTIVITIES FOR OBJECTIVE 2

For this objective, activities 1 and 2 are required.

1. With another student, view the film LOOKING AT CHILDREN to learn about the symptoms of illness. Discuss the film, following the thought questions provided (on file) (CITE:CM:COMP III:OBJ 2:LA 1)

2. Visit a class and record any pupil health problems observed. Check this list with the classroom teacher.

3. Spend a day with the school nurse. Record the health problems encountered.

4. Student option: design your own activity.

Objective 3

Given a class of elementary pupils, the student will plan the physical environment to accommodate the physical well-being of the children, as determined by the cooperating teacher.

ACTIVITIES FOR OBJECTIVE 3

For this objective, activities 1, 2, and 3 are required.

1. Read HEALTH OBSERVATION OF SCHOOL CHILDREN, p. 26, and list the environmental conditions stated.
2. Observe a classroom and describe the environmental conditions. Write a brief rationale for these conditions.
3. Construct an alternate plan for a classroom that provides good environmental conditions.
4. Student option: design your own activity.

Objective 4

In the assigned school the student will identify the health service personnel, write a brief description of the services they provide and state procedures for pupil referral.

ACTIVITIES FOR OBJECTIVE 4

For this objective, activity 1 is required.

1. Read the school handbook sections on health services and referrals.
2. Assist your cooperating teacher in filling out referral forms as they are needed.
3. Attend a conference of the school staff involved in diagnosis and treatment of pupils' health problems. Describe the roles of those involved and the resources available.
4. Student option: design your own learning activity.

COMPETENCY IV

THE STUDENT MAKES PROVISIONS FOR THE SAFETY OF EACH CHILD.

Objective 1

The student will list at least three procedures for student safety in different areas of the school.

ACTIVITIES FOR OBJECTIVE 1

For this objective, activities 1 and 2 are required.

1. Read the school handbook sections on safety procedures in the school.
2. Discuss with the cooperating teacher and pupils potential safety hazards in the following areas:
   a. classroom activity centers--especially science, craft, cooking areas
   b. playground
   c. gymnasium
   d. bus pick-up stations
   e. street crossings

   Summarize the safety procedures that evolve in the discussion.
3. In a discussion with students, establish procedures for the safe use of two potentially hazardous materials or equipment.
4. Student option: design your own learning activity.

Objective 2

The student will plan procedures for fire and emergency drills in accordance with school policy.

ACTIVITIES FOR OBJECTIVE 2

For this objective, activities 1 and 2 are required.

1. Read the school handbook section on fire and emergency drills.
2. Discuss these policies with the pupils and establish procedures.
3. Conduct a practice fire drill with the class.
4. Student option: design your own learning activity.

POST-ASSESSMENT

COMPETENCY I

THE STUDENT IS ABLE TO ESTABLISH ROUTINES THAT FACILITATE THE OPERATION OF AN INSTRUCTIONAL PROGRAM.

Provide evidence that you have established routines for the operation of an instructional program in your cooperating teacher's class for a period of one week and a duration of at least one hour a day.

1. Submit plans that

   a. outline the activities planned
   b. state changes made in the physical environment
   c. describe routines established with children

2. Note changes in the plans that occurred when you operationalized the plans.

3. Describe things you would have planned differently as a result of the experience.

4. Videotape a one hour segment of the class in action under your plan.

5. View the videotape with your cooperating teacher and tally the number of times you observed the following:

   a. pupils shared in the planning
   b. pupils expressed feelings and opinions
   c. pupils obtained materials on their own
   d. pupils changed to alternate activities
   e. student answered pupil's questions
   f. student intervened in an activity when pupils experienced difficulty

   Although this is difficult to judge, students should appear to be involved in the activities.

6. You will have successfully completed this assessment when you, the cooperating teacher and the coordinator agree that the criteria have been met at a satisfactory level, considered the conditions and the pupils in the class.

COMPETENCY II

THE STUDENT IS ABLE TO PLAN FOR INSTRUCTION IN AN ELEMENTARY CLASSROOM.

Submit a unit plan which you have written. The following items must be included.

a. Objectives of the unit

b. Materials listed--written, audio-visual, manipulative, resource people

c. Content--subject matter

d. Provision for pupil-teacher planning

e. Activities--directly related to unit objectives

f. Provision for pupil sharing and exchange of ideas

g. Culminating activities

h. Follow-up activities

i. Evaluation--measurement of pupil attainment of objectives

The coordinator will review this plan with you until it is judged satisfactory in seven of the nine items.

COMPETENCY III

THE STUDENT MAKES PROVISIONS FOR THE PHYSICAL WELL-BEING OF EACH PUPIL.

Given a set of health records for a class, describe the procedures you would follow to establish a classroom environment which takes into consideration the physical well-being of each child.

a. Identify from the cards those pupils with specific health problems, with an accuracy of 90 percent and briefly state the problems.

b. Describe how you would arrange the physical environment of the classroom for these children. Include at least five environmental conditions which could affect the physical well-being of the children.

c. Describe at least five symptoms of health problems which you would be alerted to and state how you would handle referrals for these problems.

COMPETENCY IV

THE STUDENT MAKES PROVISIONS FOR THE SAFETY OF CHILDREN

1. Detail at least three procedures for student safety in different areas of the school.

2. What instructions would you give pupils in a new class to prepare them to participate safety in a fire drill?

SELECTED BIBLIOGRAPHY

Films and filmstrips

DESIGNING AN INSTRUCTIONAL PACKAGE (Florida University)

LOOKING AT CHILDREN (Bank Street)

OPENING CLASSROOM STRUCTURE (Vimcet Assoc.)

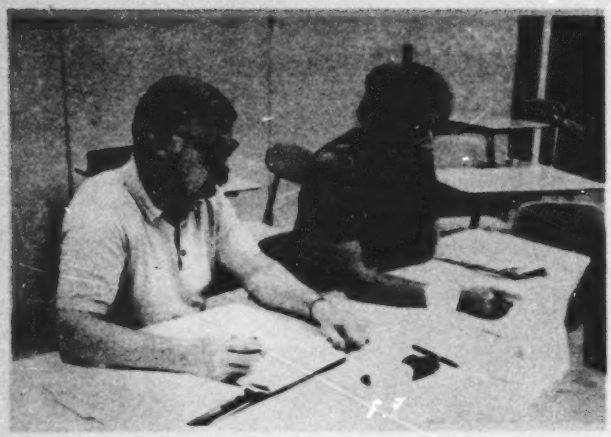
Books

PUPIL PROGRESS: RECORD KEEPING (new York State Education Department)

HEALTH OBSERVATION OF SCHOOL CHILDREN

Modules

CLASSROOM MOVEMENT PATTERNS (Western Washington State College)



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